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AUTHOR Trombley, Toni B.
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ABSTRACT

Undergraduate student perceptions of academic advising at the University of Vermont were analyzed and compared by year in school and college/school within the university. Forty percent of the 925 respondents were arts and sciences students, a proportion representative of the overall enrollment distribution at the college. Students rated the importance and performance of 26 functions of academic advisors on a five-point scale. Two questionnaire forms, each containing 13 different items, were administered. The results indicate that freshmen were the most satisfied and sophomores and juniors were the least satisfied with advisor performance. Findings support the notion that the role of an advisor can be described in terms of advising outcomes statements. In general, the prevailing attitude was that advisors do not perform the advising role well. A core group of functions or competencies was identified: technical competencies (e.g., providing information on requirements, helping students find answers to questions); and interpersonal competencies. Interpersonal competencies seem to include the expectation that advisors will help the student to relate academic options to specific careers, plan their course of study, and formulate educational goals. Thirty percent of the respondents indicated that advisors did not respond to their request for advising meetings. Questionnaire items and data on responses are appended. (SW)

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Evaluation Pilot Study of Academic Advising

University of Vermont

1979

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Prepared by: Toni B. Trombley, Director
Academic Advising Support Services, University of Vermont,
Burlington, Vermont

HE 015 801

CONTEXT FOR THE STUDY

The First National Conference on Academic Advising held in the Fall, 1977 was the impetus for a follow-up seminar for faculty to identify and explore conference findings as they related to academic advising at the University of Vermont (UVM). Meeting over a period of nine months it was agreed a) there was a need to evaluate both the advisor and the activity of advising as a statement of the importance the University attaches to advising activities, b) the absence of systematic development and training programs for faculty who advise students on the UVM campus justified gathering baseline data on performance, and c) the means to evaluate advising could not be developed until the desired goals and outcomes were clearly specified.

The Advising Referral Center was charged with generating a list of advising outcome statements that the Faculty Seminar Group on Academic Advising would pretest before implementing a broader study within the University. A task force of four was appointed comprised of two faculty members and two administrators to further refine the pool of items following a pretest by the seminar group.

The overall question being asked with respect to academic advising is: "How do we improve the quality of the University's academic advising services?" The present study did not attempt to answer that question but to test the hypothesis that students would differ by class year with respect to their perceptions of advisors' performance. A secondary purpose was to establish a baseline of students' perceptions by college.

The need for gathering baseline data is supported by national (Crockett, 1979; Kramer & Gardner, 1978) as well as institutional studies (Brady 1978; Hornbuckle, Mahoney & Borgard, 1979). The absence of systematic development and training

programs for faculty who advise students is further justification for gathering data (Grites, 1979).

METHODOLOGY

Subjects. The subjects were 925 University of Vermont students drawn from classes taught by faculty who implemented the survey. Students were told that they were being asked to participate in a pilot study to evaluate academic advising on a university-wide basis. All responses were confidential.

Table 1 indicates the number and percentage of respondents from each college. As the data reveal, 40 percent were Arts and Sciences students and from 2 to 17 percent were students in each of the other seven colleges and schools respectively.

Insert Table 1 about here

As Table 2 indicates, the respondents were representative of the proportion of undergraduates within each college and school, with the exception of the College of Agriculture which represents nine percent of the undergraduate population and 17 percent of the pilot sample.

Insert Table 2 about here

Tables 3 and 4 show that a wide range of representation in the sample emerges by class year. Comparing both tables, it can be seen that respondents within the Schools of Nursing and Allied Health are primarily Freshmen and Sophomores. Freshmen representation within Form A ranges from a low of 7.6 percent

in the College of Engineering, Mathematics and Business Administration to a high of 70 percent in the School of Nursing. See Table 3 for percentages. A similar range of freshmen is indicated from Form B by Table 4 with 10 percent within the School of Home Economics to 66 percent within the School of Allied Health. Sophomores are the most evenly distributed group by college on either form, while Juniors and Seniors also show a wide distribution by college.

Insert Tables 3 & 4 about here

Research Design. A pool of 40 items representing functions typically performed by academic advisors was generated from previous studies of academic advising on the UVM campus, Advising Referral Center Data, and information on advising practices from other campuses. These items were then pretested with the Faculty Seminar Group on Academic Advising who ranked each item according to its perceived level of importance for faculty advising. A core of 26 items emerged from the pretest and constituted the independent variables which were related to such grouping variables as class year and college/school. The dependent variables were students' ratings of importance and performance for each function item on a five point scale.

The data constituted naturally occurring phenomena that were analyzed historically using correlational methods within a causal comparative research design. This design is described in Van Dalen, D. B. and Meyer, W. J., Understanding Education Research. New York: McGraw-Hill, 1966.

Purpose of Study. The primary purpose of the study was to describe student ratings of importance of academic advising functions and of advisors' performance for each function. A secondary purpose was to describe how students differ in their perceptions as related to year in college/school.

It was predicted that there would be differences between groups of students formed by class year with respect to their perceptions of the importance of the functions of an academic advisor and judgments of their own advisor's performance.

Questionnaire Design. Two forms A and B consisting of 13 separate items on each form were designed to measure student attitudes as they related to the importance of academic advising functions and measures of how well their advisor executed each function item. The background variables included class year and students' college or school (See Appendix B).

Procedure for Administering the Instruments. Twenty-six different items reduced from a pool of 40 were divided into two separate surveys in order to keep the length to one 8½ x 11 page and to minimize the class time required to fill out the form. Letters were mailed to 200 faculty representing all academic units, in December 1978, seeking assistance with implementing the study. One hundred faculty (50%) indicated their willingness to participate. Faculty were randomly assigned to either Form A or Form B. There was an unequal distribution of each form since faculty were mailed the amount requested.

Students were asked to rate on a scale from 1 to 5 how important it was to them for their advisor to perform each of the listed 13 functions. Second, they were asked to judge their own advisors' performances in each function area utilizing the same 1 to 5 scale. The surveys took an average of five minutes to complete. Of 925 surveys with usable data, 387 were Form A and 537 were Form B.

Analysis of the Data. Data were entered via punched card to the Xerox Sigma 6 and the University of Vermont, Academic Computing Center. Analysis of survey items and background variables was completed through utilization of the Statistical Package for the Social Sciences, 2 ed., New York: McGraw-Hill, 1975.

RESULTS

Since Form A and Form B were constructed from different items, the results will be presented independently for each form.

Description of Student Perceptions. Following the description of the results of each form with respect to the importance of advising functions for the total sample and each college the data is described by class year. College/School breakdowns are in the Appendix. No inference should be made regarding cross college comparisons since college recruitment policies and missions may differ widely. College comparisons were not tested in this study.

Results of Form A (N=387). Table 5 compares the importance students who completed Form A assign to an advising function with the judgments of their own advisors' performance for each function. As the Table shows, with the exception of three functions, at least 50 percent indicate that those functions are important. However, less than 50 percent judge their advisors' performance as adequate in all areas, with three exceptions.

Insert Table 5 about here

Importance of Advising Functions. Table 6 presents the ranks of importance for Form A by College and for the total sample on each item.

As the table shows, similar rankings appear for the least important functions (ranks 10-13) with all colleges ranking Item 10 "helps me deal more effectively with my personal problems" as the least important function (rank 13). A look at the ranks, by college, reveals that the College of Agriculture and Arts and Sciences form a subgroup of similar ranks. A second subgroup is formed by the

College of Education and Social Services with the Schools of Natural Resources and Home Economics. When compared with other colleges or schools, the most striking difference is within the ranks of importance for the School of Nursing.

Insert Table 6 about here

Chi square tests of independence by academic year were performed to ascertain whether significant differences exist between students academic year and the importance they assign to the advising functions. No significant differences among groups of students by class year were found.

Performance of Advising Functions. As shown in Table 7, significant differences exist among the academic year and performance ratings assigned to advisors. Due to a relatively large sample size, many statistically significant differences were observed. A conservative estimate of their importance is made by ranking the distributions in high, mid and low categories found for five functional items. Percentages are for good response only.

The data reveal that 62 percent of the freshmen feel that their advisor "keeps adequate track of their academic progress." Less than one-half (40%) of the sophomores and juniors concur. One-half (50%) of the seniors indicate that their academic progress is monitored adequately $x2=12.91$, $df=6$.

One-half (51%) of the seniors report that their advisors do a good job of helping to "identify educational interests and goals" whereas one-third or less of all other students agree $x2=14.41$, $df=6$.

Sophomores and juniors are more critical of their advisors performance in helping them to "choose a major" than other students. Less than one-quarter of

the sophomores (19%) and juniors (21%) report that their advisors do a good job compared with 37 percent of the freshmen and 34 percent of the seniors $x^2=14.72, df=6$.

More seniors (57%) than other students indicate that their advisors "extend friendship beyond academic advice." Freshmen are second most pleased with advisor/advisee friendships. There seems to be no pattern to junior estimates, but sophomores are apparently the least pleased with advisor/advisee relationships (34% are displeased) $x^2=13.57, df=6$.

Juniors are more dissatisfied with their advisors' performance in helping them to "understand the components and requirements of their program" than are other students. Sixty percent of the freshmen and sophomores, and 73 percent of the seniors report satisfaction compared to 48 percent of the juniors $x^2=14.83, df=6$.

Insert Table 7 about here

Results of Form B (N=538). Table 8 compares the importance students who completed Form B assign to advising functions with judgments of their own advisors' performance. With one exception, at least 50 percent indicate that the function items are important. Less than 50 percent, however, perceive that their advisors' performance is adequate for 12 out of 13 performance areas. Furthermore, for eight items, less than one-third report advisors perform well.

Insert Table 8 about here

Importance of Advising Functions. Table 9 displays the ranks of importance for Form B, by College, for each function item. As the Table shows, there is greater agreement on the importance of items receiving a low rank (ranks 10-13)

than there is on the first nine ranks. With the exception of Engineering, Mathematics, and Business Administration and Nursing, respondents from all academic units agree that Item 1: "helps me to understand the components and requirements of my program" is first or second in importance.

Two-thirds of the ranks are the same for the Colleges of Education and Social Services and Arts and Sciences. When compared with other Colleges the most striking difference in the ranks of importance occurs within the School of Nursing. Unlike the other professional units (Engineering, Mathematics and Business Administration, and Allied Health) students in Nursing do not feel it is important to be helped to "define their educational goals" or "identify academic areas of interest" (ranks 11.5). However, they do want their advisor to help them "understand the registration process" and "build their self confidence" (ranks 2.5) which are a low priority with respondents from the other professional units (ranks 7-12).

Insert Table 9 about here

Table 10 shows the significant chi-square relationships between students' academic year and the importance they assign to the advising functions. Three out of the 13 functions areas reveal significant differences.

Seven-tenths (77%) of the freshmen say it is important for advisors to help them "understand the registration process" whereas five-tenths of the seniors concur $x^2=30.47, df=6$.

Eight-tenths or more of all students grouped by class year report that it is important for advisors to help "develop my major area course of study." Although still high, fewer seniors (81%) compared to about 88 percent of all other students rate this function as important $x^2=14.00, df=6$.

A higher percentage of juniors (63%) than freshmen (59%), sophomores, (53%) or seniors (57%) feel it is important for an advisor to help them "build self confidence $x^2=13.47, df=6$.

Insert Table 10 about here

Performance of Advising Functions. Table 11 presents the significant differences among students' academic year and judgments of how well their advisor executes the function items. Of the 13 items, three show significant differences.

Less than two-fifths of all students report that their advisor does an adequate or good job of helping them "define educational goals." About one-third of the juniors (33%) and seniors (37%) state that their advisor does an inadequate or poor job. Seniors are more critical of performance than juniors, however, not as critical as freshmen (45%) or sophomores (48%) who state their advisors' performance is inadequate in assisting them with defining educational goals $x^2=13.75, df=6$.

Less than one-third of all students rated their advisors performance as adequate in helping them to "relate academic options to careers." For the freshmen, 28 percent state that their advisor performs adequately compared with 18 percent of the seniors $x^2=16.83, df=6$.

Insert Table 11 about here

DISCUSSION AND CONCLUSION

This study aimed to identify the advising functions seen as important within the UVM system. Student judgments of their academic advisors performance within functions rated as important were compared to determine strengths and weaknesses in executing the advising role.

Hypothesis. The date support the hypothesis that differences exist in the perception of advisor competency among groups of students with respect to their academic year. Freshmen appear to be more pleased with advisor performance than other students grouped by academic year on some items. Sophomores and juniors report the most dissatisfaction.

The present results support the notion that the role of an advisor can be described in terms of advising outcome statements. In general, the prevailing attitude is that advisors do not perform the advising role well. Further, a discrepancy exists between the ratings of advisors performance and the importance students attribute to the advising functions.

Core Functions. Inspection of the items on Form A and B along with the rankings of functions by students suggests a group of "core" functons or competencies, those germane to all academic units.

Technical competencies. These functions can be defined as mechanical or informational in nature. The style of communication is often one-way and from advisor to advisee. Technical competencies seem to include the expectation that advisors will explain university and college requirements, help students understand the components and requirements of their academic program, help students find answers to their questions, and respond to requests for advising meetings.

Interpersonal competencies. These functions are developmental, in nature. They demand that the advisor establish and build a relationship with the advisee. The communication style is two-way between the advisor and advisee. Interpersonal competencies seem to include the expectation that advisors will: help the student to relate academic options to specific careers, help students plan or develop their course of study, help students clarify their thinking about careers and occupations, help students define their educational goals and to identify their academic areas of interest.

Resources for faculty advisors and in service training for the advising role should be seen as an opportunity to develop an appreciation of and proficiency with "core" advising functions as well as an opportunity to become knowledgeable and competent in executing the advising functions unique to one's own academic unit. For example, it may be important for faculty within one unit to be sensitive to the high value their students place on an advisor who "helps me build my self confidence", a function of low concern to students in other units.

POSSIBLE IMPLICATIONS

It is the author's opinion, that faculty advisors should be expected to respond to students' requests for advising meeting, yet 30 percent in the present study indicated that advisors do not respond to those requests. There are several plausible reasons for this lack of response which have been documented in the literature regarding advising practices (Biggs, Brady & Barnhart 1975; Grites 1979; Hardee 1970; Mash 1978; Mayhew 1970). First, faculty may interpret advising time as an "over-load" factor rather than an integral part of their role and responsibilities as a faculty member. This notion is supported, in fact, by the perception that 'good' advisors are actually penalized within the University and their academic units' reward system. Second, advising is not synonymous with

teaching yet the role is often subsumed under teaching. The assumption being that a good teacher is also a good advisor. This position serves to devalue the overall importance of academic advising activities while providing little impetus to academic units to establish policy statements regarding the advisors' role aside from their teaching role.

According to Mayhew (1969) in his book Colleges Today and Tomorrow, the process of advising and teaching when compared reveal three important differences, and these differences substantiate the need for separate treatment.

> The act of teaching is an act of forming and creating. Even though the teacher may adopt relatively passive means, he is likely to have certain objectives that he wishes to achieve. Advising, on the other hand, is much more concerned with facilitating the evolution of goals and solutions to problems of students themselves. Where the teacher injects his personality, the advisor needs to subdue his own impact as a person. In the classroom, a subject external to the student is important to the teaching equation; but the student himself is the subject is an advising relationship. In teaching, teacher responses tend to be less subtle than is demanded in the intimate, face-to-face advising function. (p. 172)

It may be that resistance to treating teaching and academic advising activities as separate but equal faculty roles fuels the confusion over the status of academic advising within the hierarchy of institutional priorities and the faculty reward system. Clear statements on policy including the relative importance of advising when compared with teaching, research and service activities could result in a more effective and beneficial advising system for those affected by policies in practice, namely the students and faculty. Policies that account for differences in students and college missions would be consistent with the findings of this study.

SUMMARY

This study has described the perceptions that students at the University of

Vermont have about advising functions and performance. It has also demonstrated that there is a difference between the perception of importance of the advising functions and practice.

Substantive Recommendation for Further Study. Further research should aim at testing the importance of the functions identified with a broader sample. Individual colleges may wish to pursue similarities and differences reflected in this data as these factors reflect their respective recruitment practices and missions.

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TABLES

TABLE 1

STUDENTS BY COLLEGE OR SCHOOL (IN FREQUENCIES & PERCENTAGES)

College/School	Frequency	Percentage
College of Agriculture	158	17%
College of Arts & Sciences	371	40
College of Education & Social Services	91	10
School of Engineering, Mathematics and Business Administration	151	16
School of Home Economics	36	4
School of Natural Resources	50	5
School of Nursing	20	2
School of Allied Health Sciences	42	5
	919[a]	99%

[a]six students (1%) did not indicate their school or college

TABLE 2

COMPARISON OF ALL UNDERGRADUATE STUDENTS AND STUDENTS RESPONDING TO SURVEY BY COLLEGE (IN PERCENTAGES)

College or School	Percent Undergraduates	Percent In Study
Agriculture	9%	17%
Arts and Sciences	41	40
Education and Social Services	12	10
Engineering, Mathematics and Business Administration	18	16
Home Economics	4	4
Natural Resources	4	5
Nursing	6	2
Allied Health Sciences	6	5
Total	7,287	925

TABLE 3

PERCENTAGE OF STUDENTS IN THE SAMPLE BY CLASS YEAR IN EACH COLLEGE OR SCHOOL (FORM A)

College or School	Class Year				Frequency*
	Freshman	Sophomore	Junior	Senior	
Agriculture	20.0	20.0	20.0	40.0	30
Arts and Sciences	24.4	26.0	31.7	17.8	123
Education and Social Services	16.6	28.5	35.7	19.0	42
Engineering, Mathematics and Business Administration	7.6	23.9	53.2	15.2	92
Home Economics	13.6	31.8	45.4	9.0	22
Natural Resources	17.6	11.7	29.4	41.1	17
Nursing	70.0	20.0	10.0	00.0	10
Allied Health	53.1	15.6	6.2	25.0	32

*Note: 19 students did not identify their academic year

TABLE 4

PERCENTAGE OF STUDENTS IN THE SAMPLE BY CLASS YEAR IN EACH COLLEGE OR SCHOOL (FORM B)

College or School	Class Year				Frequency*
	Freshman	Sophomore	Junior	Senior	
Agriculture	25.2	24.3	34.4	15.9	119
Arts and Sciences	36.5	23.2	27.8	12.4	241
Education and Social Services	19.5	39.1	19.5	21.7	46
Engineering, Mathematics and Business Administration	33.3	18.5	20.3	27.7	54
Home Economics	10.0	30.0	10.0	50.0	10
Natural Resources	37.5	37.5	15.6	9.4	32
Nursing	55.5	11.1	33.3	.0	9
Allied Health	66.6	22.2	11.1	.0	9

*Note: Seven students did not identify their academic year

TABLE 5

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM A COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

Item Number	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed W
9	1	Helps me understand the components and requirements of my program	87.7	59.4
7	2	Responds to my requests for advising meetings	85.0	69.4
3	3	Helps me find answers to my questions	84.7	49.3
8	4	Helps me plan my course of study	83.3	56.5
5	5	Helps me clarify my thinking about careers or occupations	82.5	34.4
2	6	Keeps track of my academic progress	77.9	46.7
6	7	Helps me identify my educational interests and goals	77.2	34.2
1	8	Encourages me to talk about my concerns	75.3	39.5
4	9	Gives me information about University and community resources	64.0	34.7
13	10	Extends friendship beyond academic advice	53.0	43.2
12	11	Helps me choose a major	49.7	27.2
11	12	Helps me improve my decision making skills	39.6	18.3
10	13	Helps me deal more effectively with my personal problems	23.1	14.0

*Ranks are based on the "Important" column percentages

TABLE 6

RANKS OF IMPORTANCE COMPARED BY COLLEGE OR SCHOOL FOR EACH FUNCTION ITEM (FORM A)

Item No.	Total Sample Rank	Advising Function (Items)	Agri.	A & S	EDSS	EMBA	Home Ec.	Nat.Res.	Nursing	Alld. Hlth.
9	1	Helps me understand the components & requirements of my program	1	1	1	4.5	2	2.5	6.5	2
7	2	Responds to my requests for advising meetings	3.5	2	8	2	7	7.5	1.5	4
3	3	Helps me find answers to my questions	3.5	4	3.5	1	2	2.5	4	3
8	4	Helps me plan my course of study	2	3	5	4.5	5	5.5	6.5	1
5	5	Helps me clarify my thinking about careers or occupations	5.5	5	3.5	3	5	2.5	8	5
2	6	Keeps track of my academic progress	7	8	2	6	2	5.5	1.5	6
6	7	Helps me identify my educational interests and goals	5.5	7	6	8	5	2.5	9.5	7
1	8	Encourages me to talk about my concerns	8	6	7	7	8.5	7.5	4	9
4	9	Gives me information about university and community resources	9.5	9	9	9	8.5	9	4	11
13	10	Extends friendship beyond academic advice	12	11	10	11	10	10	9.5	8
12	11	Helps me choose a major	11	10	11	10	12	11	11.5	10
11	12	Helps me improve my decision making skills	9.5	12	12	12	11	12	11.5	12
10	13	Helps me deal more effectively with my personal problems	13	13	13	13	13	13	13	13

TABLE 7

SUMMARY OF SIGNIFICANT CHI SQUARE RELATIONSHIPS, FORM A BETWEEN STUDENTS ACADEMIC YEAR AND THE PERFORMANCE QUESTION

Year	Item				
	My Advisor				
	Helps me identify educational interests and goals*	Helps me understand components and requirements of program**	Helps me choose a major***	Extends friendship beyond academic advice****	Keeps track of my academic progress*****
Freshman	L (33.3%)	M (60.5%)	M (37.1%)	M (47.3%)	M (62%)
Sophomore	L (25.9)	M (60.7)	L (19.4)	M (34.5)	M (41)
Junior	L (28.8)	M (48.2)	L (21.6)	M (36.4)	M (40)
Senior	M (51.3)	H (73.6)	M (34.3)	M (56.9)	M (50)

*x^2= 14.41, df6, $p<.05$
**x^2= 14.83, df6, $p<.05$
***x^2= 14.72, df6, $p<.05$
****x^2= 13.57, df6, $p<.05$
*****x^2= 12.91, df6, $p<.05$

Key H = high positive response to performance question (67 - 100 percent)
M = mid point (34 - 66 percent)
L = low positive response to performance question (0 - 33 percent)

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TABLE 8

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM B COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

Item Number	Rank of Importance*	Advising Function	Important	Advisor Performed Well
7	1	Explains university and college requirements	93.3	59.0
5	2	Helps me relate my academic options to specific careers	88.9	34.3
8	3	Helps me develop a major area course of study	86.7	45.1
3	4	Helps me define my educational goals	84.7	35.2
12	5	Helps me identify my academic areas of interest	79.1	31.5
4	6.5	Refers me to the appropriate offices to obtain remedial services	68.2	28.6
11	6.5	Provides me with explanations of university policies and procedures	68.2	32.6
2	8	Makes me aware of non-traditional academic options	68.0	21.3
13	9	Helps me clarify my values, interests and goals	67.4	24.7
6	10	Helps me build my self confidence	58.6	26.0
2	11	Makes me aware of relevant university publications and information	52.6	15.4
1	12	Help me understand the registration process	52.3	38.7
10	13	Suggests ways to improve my basic study habits	43.5	9.3

*Ranks are based on the "Important" column percentages

TABLE 5

RANKS OF IMPORTANCE COMPARED BY COLLEGE OR SCHOOL FOR EACH FUNCTION ITEM (FORM B)

Item No.	Total Sample Rank	Advising Function (Items)	Agri.	A&S	EDSS	EMBA	Home Ec.	Nat.Res.	Nursing	Alld. Hlth.
7	1	Explains university and college requirements	1	1	1	2	2	1	2.5	2
5	2	Helps me relate my academic options to specific careers	2	2	3	1	7	2.5	7	5
8	3	Helps me develop a major course of study	3	3	2	3	6	4.5	7	2
3	4	Helps me define my educational goals	4	4	5	4	4.5	2.5	11.5	2
12	5	Helps me identify my academic areas of interest	5	5	6	5	4.5	6	11.5	4
4	6.5	Refers me to the appropriate offices to obtain remedial services	7	7	9.5	6	2	9	7	11
11	6.5	Provides me with explanations of university policies & procedures	9	6	7	7.5	8	8	2.5	7
9	7	Makes me aware of non-traditional academic options	8	9	4	10	2	7	7	9.5
13	8	Helps me clarify my values, interests and goals	6	8	11	7.5	9	4.5	7	7
6	9	Helps me build my self confidence	11	11	9.5	12	10	11.5	2.5	7
2	10	Makes me aware of relevant university publications & information	10	12	12	13	11.5	11.5	12.5	13
1	11	Helps me understand the registration process	12	10	8	9	11	10	2.5	9.5
10	12	Suggests ways to improve my basic study habits	13	13	13	11	13	13	12.5	12

TABLE 10

SUMMARY OF SIGNIFICANT CHI SQUARE RELATIONSHIPS, FORM B BETWEEN STUDENTS ACADEMIC YEAR AND THE IMPORTANCE QUESTION

Year	Item		
	My Advisor		
	Helps me understand the registration process*	Helps me build my self confidence**	Helps me develop my major area course of study***
Freshman	H (77.6%)	M (59.5%)	H (87.5%)
Sophomore	M (61.0)	M (53.4)	H (88.3)
Junior	M (50.7)	M (63.2)	H (87.5)
Senior	M (56.1)	M (56.7)	H (81.2)

* x^2=30.47, df6, p<.001
** x^2=13.47, df6, p<.05
*** x^2=14.00, df6, p<.05

Key H = high positive response to importance question (67 - 100%)
M = mid point (34 - 66%)
L = low positive response to importance question (0 - 33%)

TABLE 11

SUMMARY OF SIGNIFICANT CHI SQUARE RELATIONSHIPS, FORM B BETWEEN STUDENTS ACADEMIC YEAR AND THEIR PERFORMANCE QUESTION

Year	Item		
	My advisor		
	Helps me define educational goals*	Helps me relate academic options to specific careers**	Helps me identify academic areas of interest***
Freshman	L (30.4%)	L (30.0%)	L (30.6%)
Sophomore	L (32.8)	L (26.6)	L (24.8)
Junior	M (39.2)	M (42.9)	L (33.3)
Senior	M (38.7)	M (39.2)	M (39.2)

*x^2= 13.75, df6, $p < .05$

**x^2= 16.83, df6, $p < .01$

***x^2= 16.53, df6, $p < .01$

Key H = high positive response to performance question (67 - 100 percent)
M = mid point (34 - 66 percent)
L = low positive response to performance question (0 - 33 percent)

APPENDIX A

Perceptions of Advisor Performance Form A and B by College

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM A COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

College of Agriculture

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Well
9	1	Helps me understand the components and requirements of my program	84.8	59.3
8	2	Helps me plan my course of study	75.7	65.6
7	3.5	Responds to my requests for advising meetings	72.7	78.2
3	3.5	Helps me find answers to my questions	72.7	59.3
5	5.5	Helps me clarify my thinking about careers or occupations	71.8	51.6
6	5.5	Helps me identify my educational interests and goals	71.8	41.9
2	7	Keeps track of my academic progress	69.7	58.0
1	8	Encourages me to talk about concerns	59.3	35.4
11	9.5	Helps me improve my decision-making skills	43.7	35.4
4	9.5	Gives me information about University and community resources	43.7	45.1
12	11	Helps me choose a major	41.9	43.3
13	12	Extends friendship beyond academic advice	40.6	35.4
10	13	Helps me deal more effectively with my personal problems	15.6	25.8

*Ranks are based on the "Important" column percentages

N=30

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM B COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

College of Agriculture

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed We
7	1	Explains University and college requirements	92.7	66.9
5	2	Helps me relate my academic options to specific careers	91.2	45.5
8	3	Helps me develop a major area course of study	88.7	55.7
3	4	Helps me define my educational goals	88.0	44.3
12	5	Helps me identify my academic areas of interest	82.4	38.5
13	6	Helps me clarify my values, interests and goals	71.7	30.3
4	7	Refers me to the appropriate offices to obtain remedial services	69.9	33.0
9	8	Makes me aware of non-traditional academic options	68.0	19.6
11	9	Provides me with explanations of University policies and procedures	65.6	34.9
2	10	Makes me aware of relevant University publications and information	64.5	16.9
6	11	Helps me build my self confidence	62.1	28.4
1	12	Helps me understand the registration process	60.8	41.1
10	13	Suggests ways to improve my basic study habits	48.0	13.0

*Ranks are based on the "Important" column percentages

N=125

STUDENTS JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM A COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

College of Arts & Sciences

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Well
9	1	Helps me understand the components and requirements of my program	94.1	60.8
7	2	Responds to my requests for advising meetings	91.7	73.0
8	3	Helps me plan my course of study	86.8	50.8
3	4	Helps me find answers to my questions	85.3	53.6
5	5	Helps me clarify my thinking about careers or occupations	83.6	26.8
1	6	Encourages me to talk about my concerns	79.2	35.4
6	7	Helps me identify my educational interests and goals	78.0	27.7
2	8	Keeps track of my academic progress	74.1	35.0
4	9	Gives me information about University and community resources	68.2	31.0
12	10	Helps me choose a major	56.0	23.8
13	11	Extends friendship beyond academic advice	47.1	41.5
11	12	Helps me improve my decision-making skills	31.4	11.2
10	13	Helps me deal more effectively with my personal problems	23.7	7.9

*Ranks are based on the "Important" column percentages

N=123

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM B COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

College of Arts & Sciences

Item Number	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Well
7	1	Explains University and college requirements	92.6	54.8
5	2	Helps me relate my academic options to specific careers	86.8	26.6
8	3	Helps me develop a major area course of study	84.5	37.0
3	4	Helps me define my educational goals	82.3	30.8
12	5	Helps me identify my academic areas of interest	76.5	26.2
11	6	Provides me with explanations of University policies and procedures	68.1	29.7
4	7	Refers me to the appropriate offices to obtain remedial services	66.6	24.8
13	8	Helps me clarify my values, interests and goals	64.5	18.9
9	9	Makes me aware of non-traditional academic options	64.4	20.0
1	10	Helps me understand the registration process	61.8	34.6
6	11	Helps me build my self confidence	55.9	25.4
2	12	Makes me aware of relevant University publications and information	48.3	12.3)
10	13	Suggests ways to improve my basic study habits	41.7	6.96

*Ranks are based on the "Important" column percentages

N=244

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM A COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

College of Education and Social Services

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Well
9	1	Helps me understand the components and requirements of my program	95.2	57.2
2	2	Keeps track of my academic progress	90.7	51.2
1	3	Encourages me to talk about my concerns	83.7	51.2
5	4.5	Helps me clarify my thinking about careers or occupations	88.3	36.5
3	4.5	Helps me find answers to my questions	88.3	53.6
8	6	Helps me plan my course of study	87.8	65.7
6	7	Helps me identify my educational interests and goals	85.7	43.9
7	8	Responds to my requests for advising meetings	83.3	65.0
4	9	Gives me information about University and community resources	79.0	47.5
13	10	Extends friendship beyond academic advice	65.1	53.6
12	11	Helps me choose a major	47.5	24.3
11	12	Helps me improve my decision-making skills	45.2	12.5
10	13	Helps me deal more effectively with my personal problems	30.9	17.5

*Ranks are based on the "Important" column percentages

N=42

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM B COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

College of Education and Social Services

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Well
7	1	Explains University and college requirements	97.8	60.0
8	2	Helps me develop a major area course of study	93.4	46.6
5	3	Helps me relate my academic options to specific careers	91.3	40.0
9	4	Makes me aware of non-traditional academic options	89.1	31.1
3	5	Helps me define my educational goals	86.9	42.2
12	6	Helps me identify my academic areas of interest	80.4	31.1
11	7	Provides me with explanations of University policies and procedures	78.2	34.0
1	8	Helps me understand the registration process	73.9	40.0
6	9.5	Helps me build my self confidence	69.5	31.1
4	9.5	Refers me to the appropriate offices to obtain remedial services	69.5	25.0
13	11	Helps me clarify my values, interests and goals	63.0	37.7
2	12	Makes me aware of relevant University publications and information	58.7	29.5
10	13	Suggests ways to improve my basic study habits	42.2	11.3

*Ranks are based on the "Important" column percentages

N=46

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM A COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

College of Engineering, Mathematics & Business Administration

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Well
3	1	Helps me find answers to my questions	80.6	33.7
5	2	Helps me clarify my thinking about careers or occupations	78.7	23.8
7	3	Responds to my requests for advising meetings	80.2	53.7
8	4.5	Helps me plan my course of study	74.1	40.4
9	4.5	Helps me understand the components and requirements of my program	74.1	40.2
2	6	Keeps track of my academic progress	72.3	28.5
1	7	Encourages me to talk about my concerns	70.2	22.8
6	8	Helps me identify my educational interests and goals	67.7	20.4
4	9	Gives me information about University and community resources	53.1	14.1
12	10	Helps me choose a major	44.0	19.5
13	11	Extends friendship beyond academic advice	43.6	24.7
11	12	Helps me improve my decision-making skills	39.3	10.7
10	13	Helps me deal more effectively with my personal problems	17.2	8.6

*Ranks are based on the "Important" column percentages

N=92

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM B COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

College of Engineering, Mathematics and Business Administration

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Well
5	1	Helps me relate my academic options to specific careers	94.4	20.0
7	2	Explains University and college requirements	92.5	47.0
8	3	Helps me develop a major area course of study	86.7	40.0
3	4	Helps me define my educational goals	81.4	15.6
12	5	Helps me identify my academic areas of interest	79.6	27.4
4	6	Refers me to the appropriate offices to obtain remedial services	68.5	27.4
11	7.5	Provides me with explanations of University policies and procedures	61.1	24.0
13	7.5	Helps me clarify my values, interests and goals	61.1	11.7
1	9	Helps me understand the registration process	58.4	29.4
9	10	Makes me aware of non-traditional academic options	57.4	15.6
10	11	Suggests ways to improve my basic study habits	48.1	7.84
6	12	Helps me build my self confidence	47.1	10.2
2	13	Makes me aware of relevant University publications and information	42.5	9.8

*Ranks are based on the "Important" column percentages

N=53

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM A COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

School of Home Economics

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Well
9	2	Helps me understand the components and requirements of my program	96.0	87.5
3	2	Helps me find answers to my questions	96.0	66.6
2	2	Keeps track of my academic progress	96.0	66.6
5	5	Helps me clarify my thinking about careers or occupations	92.0	69.5
6	5	Helps me identify my educational interests and goals	92.0	62.5
8	5	Helps me plan my course of study	92.0	83.3
7	7	Responds to my requests for advising meetings	88.0	66.6
4	8.5	Gives me information about University and community resources	80.0	41.6
1	8.5	Encourages me to talk about my concerns	80.0	75.0
13	10	Extends friendship beyond academic advice	72.0	62.5
11	11	Helps me improve my decision-making skills	56.0	34.7
12	12	Helps me choose a major	50.0	30.4
10	13	Helps me deal more effectively with my personal problems	40.0	25.0

*Ranks are based on the "Important" column percentages

N=22

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM B COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

School of Home Economics

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Wel
9	2	Makes me aware of non-traditional academic options	100	44.4
7	2	Explains University and college requirements	100	54.5
4	2	Refers me to the appropriate offices to obtain remedial services	100	33.3
12	4.5	Helps me identify my academic areas of interest	90.9	63.6
3	4.5	Helps me define my educational goals	90.9	54.5
8	6	Helps me develop a major area course of study	81.8	45.4
5	7	Helps me relate my academic options to specific careers	80.0	50.0
11	8	Provides me with explanations of University policies and procedures	70.0	50.0
13	9	Helps me clarify my values, interests and goals	63.6	45.4
6	10	Helps me build my self confidence	60.0	45.4
2	11.5	Makes me aware of relevant University publications and information	54.5	20.0
1	11.5	Helps me understand the registration process	54.5	66.6
10	13	Suggests ways to improve my basic study habits	50.0	.00

*Ranks are based on the "Important" column percentages

N=11

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM A COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

School of Nursing

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Well
8	1	Helps me plan my course of study	93.9	81.8
1	2	Encourages me to talk about my concerns	90.9	63.3
9	3	Helps me understand the components and requirements of my program	87.8	81.2
7	4.5	Responds to my requests for advising meetings	84.8	84.3
3	4.5	Helps me find answers to my questions	84.8	72.4
13	6	Helps me clarify my thinking about careers or occupations	81.8	51.6
12	7	Keeps track of my academic progress	78.7	83.3
4	8	Helps me identify my educational interests and goals	75.7	50.0
5	9	Extends friendship beyond academic advice	72.7	69.7
2	10	Helps me choose a major	58.0	50.0
6	11	Gives me information about University and community resources	54.5	46.8
11	12	Helps me improve my decision making skills	45.4	31.2
10	13	Helps me deal more effectively with my personal problems	15.1	22.5

*Ranks are based on the "Important" column percentages

N=10

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM B COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

School of Nursing

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Wel
11	2.5	Provides me with explanations of University policies and procedures	100	44.4
6	2.5	Helps me build my self confidence	100	55.5
7	2.5	Explains University and college requirements	100	66.6
1	2.5	Helps me understand the registration process	100	66.6
5	7	Helps me relate my academic options to specific careers	88.8	33.3
9	7	Makes me aware of non-traditional academic options	88.8	22.2
13	7	Helps me clarify my values, interests and goals	88.8	33.3
8	7	Helps me develop a major area course of study	88.8	55.5
4	7	Refers me to the appropriate offices to obtain remedial services	88.8	33.3
12	11	Helps me identify my academic areas of interest	77.7	33.3
3	11	Helps me define my educational goals	77.7	22.2
10	12.5	Suggests ways to improve my basic study habits	55.5	11.1
2	12.5	Makes me aware of relevant University publications and information	55.5	11.1

*Ranks are based on the "Important" column percentages

N=9

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM A COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

School of Natural Resources

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Well
9	2.5	Helps me understand the components and requirements of my program	94.1	66.6
5	2.5	Helps me clarify my thinking about careers or occupations	94.1	27.7
3	2.5	Helps me find answers to my questions	94.1	64.7
6	2.5	Helps me identify my educational interests and goals	94.1	50.0
2	5.5	Keeps track of my academic progress	82.3	61.1
3	5.5	Helps me plan my course of study	82.3	55.5
7	7.5	Responds to my requests for advising meetings	76.4	72.2
1	7.5	Encourages me to talk about my concerns	76.4	38.8
4	9	Gives me information about University and community resources	70.5	61.1
13	10	Extends friendship beyond academic advice	64.7	50.0
12	11	Helps me choose a major	41.1	27.7
10	12	Helps me deal more effectively with my personal problems	29.4	11.7
11	13	Helps me improve my decision-making skills	35.2	27.7

*Ranks are based on the "Important" column percentages

N=18

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM B COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

School of Natural Resources

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Well
7	1	Explains University and college requirements	87.5	70.9
5	2.5	Helps me relate my academic options to specific careers	84.3	51.6
3	2.5	Helps me define my educational goals	84.3	46.6
8	4.5	Helps me develop a major area course of study	81.2	58.0
13	4.5	Helps me clarify my values, interests and goals	81.2	41.9
12	6	Helps me identify my academic areas of interest	78.1	38.7
9	7	Makes me aware of non-traditional academic options	64.5	26.6
11	8	Provides me with explanations of University policies and procedures	59.3	45.1
4	9	Refers me to the appropriate offices to obtain remedial services	56.2	44.8
1	10	Helps me understand the registration process	53.1	50.0
2	11.5	Makes me aware of relevant University publications and information	50.0	22.5
6	11.5	Helps me build my self confidence	50.0	20.0
10	13	Suggests ways to improve my basic study habits	31.2	10.3

*Ranks are based on the "Important" column percentages

N=32

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM A COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

School of Allied Health Sciences

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Well
8	1	Helps me plan my course of study	93.9	81.8
9	2	Helps me understand the components and requirements of my program	87.8	81.2
7	3.5	Responds to my requests for advising meetings	84.8	84.3
3	3.5	Helps me find answers to my questions	84.8	72.4
5	5	Helps me clarify my thinking about careers or occupations	81.8	51.6
2	6	Keeps track of my academic progress	78.7	83.3
6	7	Helps me identify my educational interests and goals	75.7	50.0
13	8	Extends friendship beyond academic advice	72.7	69.7
1	9	Encourages me to talk about my concerns	69.7	63.3
12	10	Helps me choose a major	58.0	50.0
4	11	Gives me information about University and community resources	54.5	46.8
11	12	Helps me improve my decision making skills	45.4	31.2
10	13	Helps me deal more effectively with my personal problems	15.1	22.5

*Ranks are based on the "Important" column percentages

N=33

STUDENT JUDGMENTS OF THEIR ADVISORS PERFORMANCE ON FORM B COMPARED WITH THE STUDENTS RATING OF THE IMPORTANCE OF ADVISING FUNCTIONS (IN PERCENTAGES)

School of Allied Health Sciences

Item No.	Rank of Importance*	Advising Function (Items)	Important	Advisor Performed Wel
7	2	Explains University and college requirements	100	62.5
3	2	Helps me define my educational goals	100	37.5
8	2	Helps me develop a major area course of study	100	62.5
12	4	Helps me identify my academic areas of interest	88.8	37.5
5	5	Helps me relate my academic options to specific careers	87.5	50.0
13	7	Helps me clarify my values, interests and goals	77.7	22.2
11	7	Provides me with explanations of University policies and procedures	77.7	44.4
6	7	Helps me build my self confidence	77.7	33.3
9	9	Makes me aware of non-traditional academic options	66.6	12.5
4	10	Refers me to the appropriate offices to obtain remedial services	55.5	12.5
1	11	Helps me understand the registration process	50.0	66.6
10	12	Suggest ways to improve my basic study habits	44.4	25.0
2	13	Makes me aware of relevant University publications and information	33.3	12.5

*Ranks are based on the "Important" column percentages

N=9

APPENDIX B

Samples of Instrument Form A and B

Pilot Study on Academic Advising

Your College_____ Your Academic Major_____

Your year in school (please circle) Freshman Sophomore Junior Senior

In Column A; please rate (on a scale from 1 to 5) how important it is to you for your advisor to perform each function. In Column B; please rate how well you felt your advisor has performed each function.

ADVISOR FUNCTIONS	COLUMN A: How important is each function? (Very Imp. 1 2 3 4 5 Not Imp.)	COLUMN B: Does your advisor do a good job? (Clearly Yes 1 2 3 4 5 Not at all)
1. Encourages me to talk about my concerns	1 2 3 4 5	1 2 3 4 5
2. Keeps track of my academic progress	1 2 3 4 5	1 2 3 4 5
3. Helps me find answers to my questions	1 2 3 4 5	1 2 3 4 5
4. Gives me information about University and community resources	1 2 3 4 5	1 2 3 4 5
5. Helps me clarify my thinking about careers or occupations	1 2 3 4 5	1 2 3 4 5
6. Helps me identify my educational interests and goals	1 2 3 4 5	1 2 3 4 5
7. Responds to my requests for advising meetings	1 2 3 4 5	1 2 3 4 5
8. Helps me plan my course of study	1 2 3 4 5	1 2 3 4 5
9. Helps me understand the components and requirements of my program	1 2 3 4 5	1 2 3 4 5
10 Helps me deal more effectively with my personal problems	1 2 3 4 5	1 2 3 4 5
11 Helps me improve my decision making skills	1 2 3 4 5	1 2 3 4 5
12 Helps me choose a major	1 2 3 4 5	1 2 3 4 5
13. Extends friendship beyond academic advice	1 2 3 4 5	1 2 3 4 5
14. _____ (Additional Function)	1 2 3 4 5	1 2 3 4 5
15. _____ (Additional Function)	1 2 3 4 5	1 2 3 4 5

Pilot Study on Academic Advising

Your College_____ Your Academic Major_____

Your year in school (please circle) Freshman Sophomore Junior Senior

In Column A; please rate (on a scale from 1 to 5) how important it is to you for your advisor to perform each function. In Column B; please rate how well you feel your advisor has performed each function.

ADVISOR FUNCTIONS	COLUMN A: How important is each function? (Very Imp … Not Imp)	COLUMN B: Does your advisor do a good job (Clearly Yes … Not at all)
1. Helps me understand the registration process	1 2 3 4 5	1 2 3 4 5
2. Makes me aware of relevant University publications and information	1 2 3 4 5	1 2 3 4 5
3. Helps me define my educational goals	1 2 3 4 5	1 2 3 4 5
4. Refers me to the appropriate offices to obtain remedial services	1 2 3 4 5	1 2 3 4 5
5. Helps me relate my academic options to specific careers	1 2 3 4 5	1 2 3 4 5
6. Helps me build my self confidence	1 2 3 4 5	1 2 3 4 5
7. Explains University and college requirements	1 2 3 4 5	1 2 3 4 5
8. Helps me develop a major area course of study	1 2 3 4 5	1 2 3 4 5
9. Makes me aware of non-traditional academic options	1 2 3 4 5	1 2 3 4 5
10. Suggests ways to improve my basic study habits	1 2 3 4 5	1 2 3 4 5
11. Provides me with explanations of University policies and procedures	1 2 3 4 5	1 2 3 4 5
12. Helps me identify my academic areas of interest	1 2 3 4 5	1 2 3 4 5
13. Helps me clarify my values, interests and goals	1 2 3 4 5	1 2 3 4 5
14. _____ (Additional Function)	1 2 3 4 5	1 2 3 4 5
15. _____ (Additional Function)	1 2 3 4 5	1 2 3 4 5